

TESLXNS

Fall 2014 Conference

Session Descriptions

Conference Overview

Friday, October 24	
7:00-10:00	<ul style="list-style-type: none"> • Registration • Wine and Cheese • Keynote Session: Let's Break the Cycle of Non-transformative Reflection: Field-tested Tips on Implementing Critical Learner Reflection (Li-Shih Huang)
Saturday October 25	
8:30-9:00	Registration and coffee
9:00- 10:00 Mona Campbell Building	<ul style="list-style-type: none"> • <i>Field-tested Strategies for Teaching "Casual Talk" to L2 Learners and Helping Them Reduce Anxiety in L2 Speaking</i> (Li-Shih Huang) • <i>Evaluating tests using Bachman/Palmer model of test usefulness</i> (Anne Mullen) • <i>The Article Discussion Café: a Demonstration</i> (Melissa Taylor) • <i>The process of getting published for ELT authors and prospective ELT writers</i> (Robert Doyle)
10:30-11:45 University Club	Keynote Session: The Puzzle of Additional Language Acquisition: Exploring Learner Insights into Additional Language Teaching and Learning (Scott Roy Douglas)
12:00-12:45 12:45-1:15 University Club	Lunch TESL NS AGM
1:30-2:30 Mona Campbell Building	<ul style="list-style-type: none"> • <i>ELT Terminology 30-30 Pub Quiz</i> (Tony Rusinak) • <i>Corpus-based teaching: Self-Produced Vocabulary List Helps Students and Teachers Understand Real English</i> (Masatsugu Ono) • <i>Strategies for teaching writing to pre-intermediate learners</i> (Muhammad Nawaz and Lydia Mans) • <i>Stereotypes in intercultural communication: breaking the barriers</i> (Oksana Shkurska)
2:45-3:45 Mona Campbell Building	<ul style="list-style-type: none"> • <i>Incorporating graphic facilitation and recording skills in the EAL classroom</i> (Jennifer Mizzi and Juliana Sherrif) • <i>Building basic EAP skills</i> (Rory Leitch) • <i>Building the Listening Skills Tool Box for Students and Teachers</i> (Elizabeth Perry)

Friday, October 24
Keynote Address

Keynote: Let's Break the Cycle of Non-transformative Reflection: Field-tested Tips on Implementing Critical Learner Reflection

Li-Shih Huang

University Club Great Hall
7:00

Description: At one point or another in our learning journeys, we have probably all been asked to reflect on our learning experiences. As a language-teaching professional, you may also have asked your students to engage in reflection. Although educators across disciplines have long recognized its importance and applicability across a wide variety of educational settings, reflection remains a challenging concept for educators across disciplines to firmly grasp in practice. Many language instructors who try to integrate learner reflection in their teaching face the following question or a similar conundrum: How do I foster L2 learners' abilities to engage in reflection that goes beyond their simple description of what I or they did in class? In this talk, Li-Shih will help you break the cycle of non-transformative reflection that practitioners often encounter by exploring with you (a) what learner reflection entails, (b) why learner reflection is critically important, according to up-to-date theory and research, and (c) how to implement reflection in ways that will help learners reap its benefits and become autonomous learners.

Dr. Li-Shih Huang, Associate Professor of Applied Linguistics and Learning and Teaching Scholar-in-Residence at the University of Victoria, has decades of experience in instruction and curriculum design in English language teaching for general, academic, and business purposes at the undergraduate and graduate levels in Canada and overseas. Her creativity in designing pedagogical materials has been recognized by TESOL with an award for excellence in the development of pedagogical materials. Her teaching and research interests include English for academic purposes, learner strategies in language-learning and language-testing contexts, needs and outcomes assessments, and corpus-aided discovery learning. Twitter: @AppLingProf

Saturday, October 25
Keynote Address

Keynote Session:
The Puzzle of Additional Language Acquisition: Exploring Learner Insights into Additional Language Teaching and Learning

Scott Roy Douglas

University Club Great Hall
10:30

Description: From behaviourist roots, through cognitivist insights, to constructivist understandings and beyond, putting together the puzzle of how learners acquire and use additional languages in the face of a vast number of individual variables can seem to be an increasingly difficult endeavour. By considering some of the puzzle pieces one by one in light of an ongoing research project into additional language acquisition, an attempt is made to create a picture of language learning with insights from additional language learners themselves. Learner contributions point to the relative value of a number of elements connected to the additional language acquisition process including a focus on form, strategies, comprehensible input, interaction, affective issues, motivation, identity, teacher effects, and time. While serving as a link between research and practice, these insights from language learners can help to facilitate educators' critical consumption of additional language acquisition theory and inform decisions related to additional language teaching and learning.

After having taught around the world from the Middle East to Japan, Scott Roy Douglas is now an assistant professor in the Faculty of Education at the University of British Columbia's Okanagan campus. In addition to teaching undergraduate and graduate level courses in additional language teaching and learning, his research agenda includes exploring novice academic writing, language assessment, vocabulary acquisition, and English for Academic Purposes pathways. His most recent book for EAP students is Academic Inquiry: Writing for Post-secondary Success, published by Oxford University Press.

<p>Saturday, October 25 Concurrent sessions</p> <p>9:00 – 10:00</p>	
<p>Workshop: <i>Field-tested Strategies for Teaching “Casual Talk” to L2 Learners and Helping Them Reduce Anxiety in L2 Speaking</i></p> <p>Li-Shih Huang</p> <p>Room 3109</p>	<p>Description: Does anxiety seem to prevent your students from participating in class, from enjoying practicing speaking with their peers, from doing oral reports individually or as a group, or from engaging in casual talk with other English speakers? Many learners feel some trepidation or even great anxiety about what to say, how to initiate a conversation, how to keep it going, and how to end a conversation in a polite way. This workshop is designed for those who teach L2 speaking and can identify with the above situations, and/or for those who wish to learn ways to help students feel at ease in speaking. In this workshop, the presenter will share classroom-tested pedagogical tasks in relation to casual talk that have been tested, refined, and then re-implemented in real, highly successful academic communication strategies courses and workshops. This sharing will be followed by her top strategies and associated techniques to minimize anxiety in speaking so that students can catch a glimpse of their potential and accumulate positive experiences. Bring your funny bone and sense of adventure to the workshop, and let’s beat learner anxiety in casual talk!</p>
<p>Workshop: <i>The Article Discussion Café: a demonstration</i></p> <p>Melissa Taylor</p> <p>Room 2110</p>	<p>Description: To further develop EAP students’ speaking fluency, consider setting up an Article Discussion Cafe, a multi-skills lesson designed for students with IELTS scores ranging from 4 – 6.</p> <p>For the Article Discussion Cafe, students take turns as discussion managers and participants. As managers, they choose a short article on a topic of interest and create discussion questions. In class, they’d give a copy of their article to a group of students to read, and later facilitate two or three small group discussions. Optional suggestions are background cafe-style music and refreshments. After facilitating the discussions, the student managers write a reflection about their experience facilitating. The participants would also write a thoughtful piece about one of the articles.</p> <p>Article Discussion Cafes are used at Dalhousie and NSCC. This session will include a demonstration of the Café, sharing of samples, and discussing the challenges.</p>

	<p><i>Melissa Taylor teaches EAP at Dalhousie University. She started her TESL career as a volunteer grade 5 teacher in Fiji. Since then, she has mainly worked with immigrants and international students. Melissa lives with her energetic family in picturesque Ketch Harbour, NS.</i></p>
<p>Workshop: <i>Evaluating tests using Bachman/Palmer model of test usefulness</i></p> <p>Anne Mullen</p> <p>Room 2111</p>	<p>Description: Evaluation is an integral component of any language course. Whether it be an informal group activity or a graded test, the responsibility for the conception of evaluative tools often falls solely on the teacher. Not only is their elaboration an arduous task, but the teacher may even doubt the effectiveness of the tools. As a result, the teacher may question the ability of the score to fairly and accurately reflect the student’s actual level of proficiency. Therefore, it is crucial to ascertain the suitability of a test which is what the model of test usefulness offers (Bachman and Palmer, 1996) through six test qualities (reliability, construct validity, authenticity, interactivity, impact (washback) and practicality). This interactive workshop will introduce the model, offer a chance for participants to judge test usefulness and allow for the creation of an evaluative tool for ESL classrooms.</p> <p><i>Anne Mullen holds a PhD in linguistics with research interests in evaluation practices and their impact. She has taught ESL in Québec for twenty years at both the college and university level, currently at Université Laval, and been an assistant professor of second language didactics.</i></p>
<p>Talk: <i>The process of getting published for ELT authors and prospective ELT writers</i></p> <p>Robert Doyle</p> <p>Room 2109</p>	<p>Description: Publishers are continually searching for creative, talented writers and authors for a variety of materials including coursebooks, workbooks, teacher editions, testbanks, and various other print and electronic learning materials for ESL and EFL used in markets both domestic and international. This presentation will focus on the steps and procedures that most major ELT publishers expect prospective authors and writers to follow in the submission process. Other areas that will be covered include, contracts, royalties, fees, deadlines, production timeframes, promotion and marketing.</p> <p><i>Robert Doyle has worked for Oxford University Press for over twenty two years in Latin America as General Director of OUP Mexico, Chile, Central America, Argentina, and the Andean Pact countries of Peru, Ecuador, and Colombia. He has been involved in publishing, teacher training, sales and marketing, manuscript acquisitions, editorial, and production for both Spanish and English textbooks for the ELT and general education markets. He currently resides in Halifax (his hometown) pondering his next move.</i></p>

Saturday, October 25 Concurrent sessions: 1:30-2:30	
Workshop: ELT Terminology 30-30 Pub Quiz Tony Rusinak Room 2110	Description: Know your morphemes from your multiple intelligences? How about your diphthongs, dictogloss, and dogme from gap-fill, generative grammar, and glottal stops? For a refresher in methodological and practical ELT terminology, come join the quiz. There will be 30 questions staged in 30 different vocabulary exercise styles. Winners will gain bragging rights during the conference coffee break. <i>Tony Rusinak (Delta I&I, Certificate in Immigration Consultancy) has taught in Japan, Taiwan, Shenzhen (China), Ireland, Spain, Ethiopia, and here in his hometown of Halifax. Tony's current focus is on EAP and teacher training to second language learners</i>
Workshop: Corpus-based teaching: Self-Produced Vocabulary List Helps Students and Teachers Understand Real English Masatsugu Ono Room 2109	Description: This presentation will show you how to use corpus raw data by teachers/learners and how effective derived results will be for them. Since Brown Corpus appeared in 1960s, many linguists have compiled their corpora and conducted their researches on vocabulary, grammar and usage from the viewpoint of computational analyses. In fact, most of them contribute to the field of English teaching/learning materials. For teachers who are non-native speakers of English, however, there might be a huge barrier which prevents them from overcoming because they do not really have as good sense of the language as native speakers and they may have difficulty in distinguishing the slight differences in grammar or usage. In such cases, corpus-driven data will help the non-native teachers/learners better than dictionaries, especially when they are in a situation away from native speakers. In this presentation, we will learn how to compile corpus-based (self-produced) vocabulary lists for EFL/ESL. <i>Masatsugu Ono is an associate professor at Tomakomai National College of Technology and a visiting scholar at Saint Mary's University. Since his Ph.D. program of International Media and Communication at Hokkaido University, he has researched for corpus-based studies on learners' vocabulary and conducted EFL lessons to engineering students for twelve years.</i>
Workshop: Strategies for teaching writing to pre-intermediate learners	Description: Teaching writing skills to pre-intermediate adult learners has always been a challenge. At Immigrant Settlement & Integration Services (ISIS), we use practical strategies to teach

<p>Muhammad Nawaz and Lydia Mans</p> <p>Room 3109</p>	<p>real life communication formats. This presentation demonstrates how the task based approach helps learners accomplish real life communicative tasks more confidently. Learners are engaged in purposeful and practical language production by putting them in pairs and groups, brainstorming around real life situations, discussing and learning vocabulary for the tasks, and completing writing tasks to meet the communication needs of the situation.</p> <p>This presentation will demonstrate a number of practical strategies such as using mini whiteboards, pictures, realia, cultural discussions, and many more to encourage learners to accomplish a writing task. Most of these practical strategies activate learners' prior knowledge and help fulfill their real life goals. Presenters will encourage participants to share their classroom experiences of teaching writing and capitalize on each other's experiences.</p> <p><i>Muhammad Nawaz is an EAL Instructor at Immigrant Settlement & Integration Services. He has taught academic and business English, online and face-to-face, for many years.</i></p> <p><i>Lydia Mans is an EAL Instructor at Immigrant Settlement & Integration Services (ISIS). She has taught English to children, international students and adult immigrants.</i></p>
<p>Workshop: Stereotypes in intercultural communication: breaking the barriers</p> <p>Oksana Shkurska</p> <p>Room 2111</p>	<p>Description: As our classrooms have become more globalized and diverse, and the number of cross-cultural connections has increased dramatically, it has become vital to facilitate effective communication between cultures. Educators along with learners are striving to overcome barriers of communication in the process of cross-cultural interactions. One of the problems associated with these barriers is cultural stereotypes, which prevent effective communication between and among students and educators of different cultural groups. Though the necessity to suppress stereotypes is still controversial, even positive stereotypes can have a negative effect on relationships and cause tension.</p> <p>This ensuing workshop will focus on recognizing and overcoming stereotypes in multicultural classrooms. The goal of the workshop is to identify and share possible solutions for reducing tension in and outside multicultural ESL classrooms.</p> <p><i>Oksana Shkurska is an ESL instructor for Dalhousie's ESL programs. Holding a PhD in Linguistics, she has been working in multicultural classrooms in Canada and abroad for over 12 years, teaching undergraduate and graduate students the English Language as well as lecturing on Culture Studies of English-speaking countries and supervising graduate students</i></p>

	<p><i>writing research papers and theses. She has conducted research on the problems of intercultural communication and barriers of communication for the last five years.</i></p>
<p>Saturday, October 25 Concurrent sessions: 2:45-3:45</p>	
<p>Workshop: <i>Incorporating graphic facilitation and recording skills in the EAL classroom</i></p> <p>Jennifer Mizzi and Juliana Sherrif</p> <p>Room 3109</p>	<p>Description: Do you envy your colleagues who can create images that convey meaning exactly to their learners? Do you sometimes wish you could draw like that too? Graphic facilitation may be the key. It is the use of imagery to lead groups or individuals to a goal and can be used in meetings, seminars, workshops and conferences. In this workshop we will look at different ways EAL instructors can incorporate graphic facilitation and recording skills into their EAL classrooms to make them more visually stimulating. Over 40% of our learners are visual learners! Graphic facilitation is another tool in the EAL instructor's toolbox to help engage learners and help them retain more of what they hear and do. These skills can be used by instructors or taught to learners at any CLB level.</p> <p><i>Julie Sherriff has a Masters in TESL from MSVU. Her EAL instructing career started in Madrid, Spain where she taught for 10 months. Julie has been at Immigrant Settlement and Integration Services (ISIS) for 6 years, teaching English in the Workplace. She has also done curriculum development for ISIS online pre-employment courses.</i></p>
<p>Workshop: <i>Building basic EAP skills</i></p> <p>Rory Leitch</p> <p>Room 2111</p>	<p>Description: In this workshop we will look closely at the challenges of successfully moving students from a general ESL/EFL learning environment into more specifically English for Academic Purposes classrooms/programs.</p> <p>For the presentation section of the workshop, I will describe a model for success based on my own classroom experiences teaching beginning EAP students at SMU.</p> <p>For the workshop section, participants will add their own ideas and experiences to the model.</p> <p><i>Rory Leitch has been teaching academic English skills in various contexts for 18 years. He is currently teaching in the EAP program at SMU TESL and teaches Curriculum and Instruction in the MSVU/SMU M.Ed. program.</i></p>
<p>Workshop: <i>Building the Listening Skills Tool Box for Students and</i></p>	<p>In this session, we will explore multi-levelled cognitive strategies for understanding test listenings. First, we'll practice using the strategies on a high intermediate level preparation listening.</p>

<p>Teachers</p> <p>Elizabeth Perry</p> <p>Room 2110</p>	<p>There will be ample time for sharing discoveries and discussing challenges for students in accomplishing these types of tasks. We'll consolidate the use of strategies and heightened awareness of challenges by completing a test listening exercise. We'll debrief what we learned, proposing improvements and revisions, and expanded uses for these strategies. To finish off, there will be time for sharing other listening strategies, methods and successes.</p> <p><i>Elizabeth Perry is an insatiable life-long learner who values the opportunity to pay forward what she learns, and facilitate others sharing their gifts. Elizabeth has her M Ed in TESL, CELTA, a Certificate in Adult Education, and a BA in Russian Studies. Elizabeth is also a certified administrator of the MBTI (Myers Briggs Trait Inventory Personality Type Instrument). After many years of working for others, Elizabeth now works independently, offering community education in various topics including teaching ESL.</i></p>
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